

Step 4: Reader's Cool Feedback to Writer

Readers, answer the questions below with specific evidence.

2. Then readers will provide cool feedback. No criticism. You may not share your opinion. You may not tell the writer what to change, instead **frame your cool feedback as a question that will help the writer think more about what they are trying to improve upon.** Use the attached rubric for helpful question ideas.

- a. Ask at least two specific questions that tune the writer into areas of disconnect, gaps, dilemmas, things they can improve upon, or other 'weaknesses'. Cite evidence or specific areas that make you ask these questions.

↓
Organizational i. How can your thesis provide depth and specific
Overall structure examples of what you are trying to prove?
is inconsistent?

↓
Idea only ii. Does it seem as though your ~~thesis~~ examples
Content development ~~are~~ are clear enough with evidence for the
Ideas are reader to understand.
broad + Not specific

Step 5: Writer's Reflection

Writers, read the warm and cool feedback from your listener. Think about what you can do to improve this piece and answer the question below.

3. After thinking about your listener's feedback, thinking about your own piece, and looking over the rubrics, create some specific goals for improving this essay.

i. My goal is to be ^{more specific in choosing} as well as
② analyze details and information.

ii.

Step 4: Reader's Cool Feedback to Writer

Readers, answer the questions below with specific evidence.

2. Then readers will provide cool feedback. No criticism. You may not share your opinion. You may not tell the writer what to change, instead **frame your cool feedback as a question that will help the writer think more about what they are trying to improve upon.** Use the attached rubric for helpful question ideas.
 - a. Ask at least two specific questions that tune the writer into areas of disconnect, gaps, dilemmas, things they can improve upon, or other 'weaknesses'. Cite evidence or specific areas that make you ask these questions.

- i. *What is an alternative way to present death
How can you provide more evidence
to support your thesis?*
- ii. *What words could you use as
an alternative to enhance sentence
fluency and prevent the use of slang?*

Step 5: Writer's Reflection

Writers, read the warm and cool feedback from your listener. Think about what you can do to improve this piece and answer the question below.

3. After thinking about your listener's feedback, thinking about your own piece, and looking over the rubrics, **create some specific goals for improving this essay.**

- i. *I can get more text details and get more evidence to support
them (Idea & content)
development*
- ii. *I've improved on the slang but I still find it. Sometimes
There's a better word to use and I usually use the less
complex words (word choice)*

Step 4: Reader's Cool Feedback to Writer

Readers, answer the questions below with specific evidence.

2. Then readers will provide cool feedback. No criticism. You may not share your opinion. You may not tell the writer what to change, instead **frame your cool feedback as a question that will help the writer think more about what they are trying to improve upon**. Use the attached rubric for helpful question ideas.
 - a. Ask at least two specific questions that tune the writer into areas of disconnect, gaps, dilemmas, things they can improve upon, or other 'weaknesses'. Cite evidence or specific areas that make you ask these questions.

i. What other types of sentences could you add besides summarizing?

ii. Were you engaging and sincere in your writing? How do you know?

Step 5: Writer's Reflection

Writers, read the warm and cool feedback from your listener. Think about what you can do to improve this piece and answer the question below.

3. After thinking about your listener's feedback, thinking about your own piece, and looking over the rubrics, **create some specific goals for improving this essay**.

i. ~~in my essays I need to~~ work on avoiding run on sentences and keeping my sentence interesting and clearer

✓ ii. work on analyzing and not summarizing my sentences to help the reader further understand

try using
semi-colons

Step 4: Reader's Cool Feedback to Writer

Readers, answer the questions below with specific evidence.

2. Then readers will provide cool feedback. No criticism. You may not share your opinion. You may not tell the writer what to change, instead **frame your cool feedback as a question that will help the writer think more about what they are trying to improve upon**. Use the attached rubric for helpful question ideas.
 - a. Ask at least two specific questions that tune the writer into areas of disconnect, gaps, dilemmas, things they can improve upon, or other 'weaknesses'. Cite evidence or specific areas that make you ask these questions.

i. what might happen if you add more information into your thesis rather than just name people he encountered and his ~~purpose~~ ^{main goal}?

ii. what would it look like if you used more evidence from the text and tried to use more specific details instead of just stating a quote?

* further explain ~~or~~ a little more *

Step 5: Writer's Reflection

Writers, read the warm and cool feedback from your listener. Think about what you can do to improve this piece and answer the question below.

3. After thinking about your listener's feedback, thinking about your own piece, and looking over the rubrics, create some specific goals for improving this essay.

i. Be more specific in my thesis, so my essay is better organized

ii. More details and more analytical

Step 4: Reader's Cool Feedback to Writer

Readers, answer the questions below with specific evidence.

2. Then readers will provide cool feedback. No criticism. You may not share your opinion. You may not tell the writer what to change, instead **frame your cool feedback as a question that will help the writer think more about what they are trying to improve upon.** Use the attached rubric for helpful question ideas.
 - a. Ask at least two specific questions that tune the writer into areas of disconnect, gaps, dilemmas, things they can improve upon, or other 'weaknesses'. Cite evidence or specific areas that make you ask these questions.

i. Do the main ideas stand out in every paragraph?

ii. Does the organization enhance the central ideas in easy to understand ways?

Step 5: Writer's Reflection

Writers, read the warm and cool feedback from your listener. Think about what you can do to improve this piece and answer the question below.

3. After thinking about your listener's feedback, thinking about your own piece, and looking over the rubrics, create some specific goals for improving this essay.

i. My Goal is to make my main idea

obvious?

← obvious in my body paragraphs

so the reader does not have to search
and it can be clear and focused

while reading

ii.

Step 4: Reader's Cool Feedback to Writer

Readers, answer the questions below with specific evidence.

2. Then readers will provide cool feedback. No criticism. You may not share your opinion. You may not tell the writer what to change, instead **frame your cool feedback as a question that will help the writer think more about what they are trying to improve upon**. Use the attached rubric for helpful question ideas.
 - a. Ask at least two specific questions that tune the writer into areas of disconnect, gaps, dilemmas, things they can improve upon, or other 'weaknesses'. Cite evidence or specific areas that make you ask these questions.

- i. What can you do to summarize a bit less?
• Second page
• it makes it a bit boring but your sentence fluency covers it out.
- ii. What can you do to stay committed to your thesis
• you summarized stuff that didn't really develop your points

Step 5: Writer's Reflection

Writers, read the warm and cool feedback from your listener. Think about what you can do to improve this piece and answer the question below.

3. After thinking about your listener's feedback, thinking about your own piece, and looking over the rubrics, create some specific goals for improving this essay.

- i. Voice - ~~show~~ show more commitment to topic & stay on task
- ii. Conventions - ^{use proper grammar,} avoid run-on sentences, and prevent summarization

Step 4: Reader's Cool Feedback to Writer

Readers, answer the questions below with specific evidence.

2. Then readers will provide cool feedback. No criticism. You may not share your opinion. You may not tell the writer what to change, instead **frame your cool feedback as a question that will help the writer think more about what they are trying to improve upon.** Use the attached rubric for helpful question ideas.

- a. Ask at least two specific questions that tune the writer into areas of disconnect, gaps, dilemmas, things they can improve upon, or other 'weaknesses'. Cite evidence or specific areas that make you ask these questions.


i. What might ~~be a good idea~~ happen if you use a conclusion sentence in each paragraph?
~~conclusion~~

ii. What's another way in your essay that you can emphasize middle path rather than just the ~~the~~ conclusion paragraph?

Step 5: Writer's Reflection

Writers, read the warm and cool feedback from your listener. Think about what you can do to improve this piece and answer the question below.

3. After thinking about your listener's feedback, thinking about your own piece, and looking over the rubrics, create some specific goals for improving this essay.

 i. talk about everything throughout the essay not just write something at end and never talk about it again.
idea, content dev.

ii. What are what I'm talking about don't leave cliffhangers put endings.
ideas and content dev.

Step 4: Reader's Cool Feedback to Writer

Readers, answer the questions below with specific evidence.

2. Then readers will provide cool feedback. No criticism. You may not share your opinion. You may not tell the writer what to change, instead **frame your cool feedback as a question that will help the writer think more about what they are trying to improve upon**. Use the attached rubric for helpful question ideas.
 - a. Ask at least two specific questions that tune the writer into areas of disconnect, gaps, dilemmas, things they can improve upon, or other 'weaknesses'. Cite evidence or specific areas that make you ask these questions.

i. What is the connection between the
Sigmund para. + the Vasudera para.?
(organization)

ii. Sometimes, I see run-on sentences
so, how could you avoid ~~doing~~ using
this. (convention)

Step 5: Writer's Reflection

Writers, read the warm and cool feedback from your listener. Think about what you can do to improve this piece and answer the question below.

3. After thinking about your listener's feedback, thinking about your own piece, and looking over the rubrics, **create some specific goals for improving this essay**.

✓ i. less run on. Condense by writing for
an easier understand, not like a maze.

ii. (The connection I was stating
was that he kept all his
knowledge and used it
in all his future
situations.

was this clear?

Step 4: Reader's Cool Feedback to Writer

Readers, answer the questions below with specific evidence.

2. Then readers will provide cool feedback. No criticism. You may not share your opinion. You may not tell the writer what to change, instead frame your cool feedback as a question that will help the writer think more about what they are trying to improve upon. Use the attached rubric for helpful question ideas.
 - a. Ask at least two specific questions that tune the writer into areas of disconnect, gaps, dilemmas, things they can improve upon, or other 'weaknesses'. Cite evidence or specific areas that make you ask these questions.

- i. How would your writing sound if ^{you} analyzed more than summarized? Would your writing prove your thesis better if you provided a reason for why a certain event happened?
- ii. How can you find a way to stick to the topic more? If you made your thesis more specific would you be able to stay focused better?

Step 5: Writer's Reflection

Writers, read the warm and cool feedback from your listener. Think about what you can do to improve this piece and answer the question below.

3. After thinking about your listener's feedback, thinking about your own piece, and looking over the rubrics, create some specific goals for improving this essay.

✓ i. Do not Summarize that much, instead
Explain why / Analyze

✓ ii. Be Specific in what im trying to
Prove & Strong ideas to Support

Step 4: Reader's Cool Feedback to Writer

Readers, answer the questions below with specific evidence.

2. Then readers will provide cool feedback. No criticism. You may not share your opinion. You may not tell the writer what to change, instead **frame your cool feedback as a question that will help the writer think more about what they are trying to improve upon.** Use the attached rubric for helpful question ideas.
 - a. Ask at least two specific questions that tune the writer into areas of disconnect, gaps, dilemmas, things they can improve upon, or other 'weaknesses'. **Cite evidence or specific areas that make you ask these questions.**

i. How could you word/arrange the thesis differently for it to be easier to read & more fluent?

ii. How could you replace words like good & bad with stronger vocabulary?

Step 5: Writer's Reflection

Writers, read the warm and cool feedback from your listener. Think about what you can do to improve this piece and answer the question below.

3. After thinking about your listener's feedback, thinking about your own piece, and looking over the rubrics, **create some specific goals for improving this essay.**

i. What can I do to avoid using words such as "Good" or "bad" & how can I make an improvement in sentence fluency

ii. How can I develop a more fluent & stronger thesis

Step 4: Reader's Cool Feedback to Writer

Readers, answer the questions below with specific evidence.

2. Then readers will provide cool feedback. No criticism. You may not share your opinion. You may not tell the writer what to change, instead **frame your cool feedback as a question that will help the writer think more about what they are trying to improve upon.** Use the attached rubric for helpful question ideas.
 - a. Ask at least two specific questions that tune the writer into areas of disconnect, gaps, dilemmas, things they can improve upon, or other 'weaknesses'. Cite evidence or specific areas that make you ask these questions.

i.

ii.

Step 5: Writer's Reflection

Writers, read the warm and cool feedback from your listener. Think about what you can do to improve this piece and answer the question below.

3. After thinking about your listener's feedback, thinking about your own piece, and looking over the rubrics, **create some specific goals for improving this essay.**

- ✓ i. I will make a much more specific thesis so when I write my essay I will know why I am writing so my voice will be more appropriate for the topic of writing (Voice)
- ✓ ii. I will keep trying to make my sentence flow better by connecting them all to each other and using stronger ~~words~~ transitions.

Reflection

Step 4: Reader's Cool Feedback to Writer

Readers, answer the questions below with specific evidence.

2. Then readers will provide cool feedback. No criticism. You may not share your opinion. You may not tell the writer what to change, instead **frame your cool feedback as a question that will help the writer think more about what they are trying to improve upon.** Use the attached rubric for helpful question ideas.
 - a. Ask at least two specific questions that tune the writer into areas of disconnect, gaps, dilemmas, things they can improve upon, or other 'weaknesses'. Cite evidence or specific areas that make you ask these questions.

i. How can you ~~rely less on~~ ^{rely less on} summarizing the events and analyze how they have an effect on Siddhartha overall?

ii. How can you be more specific

Step 5: Writer's Reflection

Writers, read the warm and cool feedback from your listener. Think about what you can do to improve this piece and answer the question below.

3. After thinking about your listener's feedback, thinking about your own piece, and looking over the rubrics, **create some specific goals for improving this essay.**

(i.) Don't summarize quotes - Instead of summarizing my quote, I should analyze the quote

(ii.) ?

Step 4: Reader's Cool Feedback to Writer

Readers, answer the questions below with specific evidence.

2. Then readers will provide cool feedback. No criticism. You may not share your opinion. You may not tell the writer what to change, instead **frame your cool feedback as a question that will help the writer think more about what they are trying to improve upon**. Use the attached rubric for helpful question ideas.
 - a. Ask at least two specific questions that tune the writer into areas of disconnect, gaps, dilemmas, things they can improve upon, or other 'weaknesses'. Cite evidence or specific areas that make you ask these questions.

- i. How can you make it easier for the reader to read or understand? look at ~~that~~ for example. Think about sentence fluency, or ~~a~~ ^{bracket} organization.
- ii. ~~What's another way to start a new paragraph?~~
~~organize it better maybe by starting?~~
When should a paragraph end?
~~What~~ do you want to talk ^{about} in opening paragraph?

Step 5: Writer's Reflection

Writers, read the warm and cool feedback from your listener. Think about what you can do to improve this piece and answer the question below.

3. After thinking about your listener's feedback, thinking about your own piece, and looking over the rubrics, **create some specific goals for improving this essay**.
 - i. (Idea content and development) Read to be read, organize
 - ii. don't make paragraphs too long with unnecessary info, (organization)

Step 4: Reader's Cool Feedback to Writer

Readers, answer the questions below with specific evidence.

2. Then readers will provide cool feedback. No criticism. You may not share your opinion. You may not tell the writer what to change, instead **frame your cool feedback as a question** that will help the writer think more about what they are trying to improve upon. Use the attached rubric for helpful question ideas.

- a. Ask at least two specific questions that tune the writer into areas of disconnect, gaps, dilemmas, things they can improve upon, or other 'weaknesses'. Cite evidence or specific areas that make you ask these questions.

i. What would it look like if your examples related back to your thesis throughout the essay?

ii. What was your intention when you planned out your essay? Would it have flowed and been easier to read if you had changed the order?

Step 5: Writer's Reflection

Writers, read the warm and cool feedback from your listener. Think about what you can do to improve this piece and answer the question below.

3. After thinking about your listener's feedback, thinking about your own piece, and looking over the rubrics, create some specific goals for improving this essay.

✓ i. Organization - Plan out the essay AND thesis from the beginning better.

✓ ii. Idea development - focus details more on thesis than topic sentence. Main ideas stand out.

Step 4: Reader's Cool Feedback to Writer

Readers, answer the questions below with specific evidence.

2. Then readers will provide cool feedback. No criticism. You may not share your opinion. You may not tell the writer what to change, instead **frame your cool feedback as a question that will help the writer think more about what they are trying to improve upon**. Use the attached rubric for helpful question ideas.
 - a. Ask at least two specific questions that tune the writer into areas of disconnect, gaps, dilemmas, things they can improve upon, or other 'weaknesses'. Cite evidence or specific areas that make you ask these questions.

- Summarizing - you give great detail. I would just use less commas and create more individual sentences for flow. It's a trick that makes writing sound less summarize.
- "Who do you think you summarize?"

- Give more opinions, that would make the writing more controversial. "Spice."
- It all right, like your writing is perfect but don't be afraid to give opinions on sides that someone may or may not agree with.

Some of these weren't really questions

Are you scared that if you give opinions based on Siddhartha's behavior then will be seen as wrong?

Step 5: Writer's Reflection

Writers, read the warm and cool feedback from your listener. Think about what you can do to improve this piece and answer the question below.

3. After thinking about your listener's feedback, thinking about your own piece, and looking over the rubrics, create some specific goals for improving this essay.

- i. Provide more opinions to create controversial writing Voice

- ✓ ii. Break up / arrange sentences differently to prevent run-on sentences.

Sentence Fluency

Step 4: Reader's Cool Feedback to Writer

Readers, answer the questions below with specific evidence.

2. Then readers will provide cool feedback. No criticism. You may not share your opinion. You may not tell the writer what to change, instead **frame your cool feedback as a question that will help the writer think more about what they are trying to improve upon.** Use the attached rubric for helpful question ideas.
 - a. Ask at least two specific questions that tune the writer into areas of disconnect, gaps, dilemmas, things they can improve upon, or other 'weaknesses'. Cite evidence or specific areas that make you ask these questions.

- i. what might happen if you were to use stronger and more sophisticated words to help the reader better understand what your intention was?
- ii. what else can you add to your essay to make it more interesting and easier to read?

Step 5: Writer's Reflection

Writers, read the warm and cool feedback from your listener. Think about what you can do to improve this piece and answer the question below.

3. After thinking about your listener's feedback, thinking about your own piece, and looking over the rubrics, **create some specific goals for improving this essay.**

- ✓ i. sentence fluency - clear, natural-sounding, well built.
↳ effective flow, expressive
- ✓ ii. word choice - stronger vocabulary
↳ energetic verbs

Step 4: Reader's Cool Feedback to Writer

Readers, answer the questions below with specific evidence.

2. Then readers will provide cool feedback. No criticism. You may not share your opinion. You may not tell the writer what to change, instead **frame your cool feedback as a question that will help the writer think more about what they are trying to improve upon.** Use the attached rubric for helpful question ideas.

a. Ask at least two specific questions that tune the writer into areas of disconnect, gaps, dilemmas, things they can improve upon, or other 'weaknesses'. Cite evidence or specific areas that make you ask these questions.

i. How can you make your essay more appealing to read? Can you use varied sentence structure?

ii. Can you make your thesis more into a framework

Step 5: Writer's Reflection

Writers, read the warm and cool feedback from your listener. Think about what you can do to improve this piece and answer the question below.

3. After thinking about your listener's feedback, thinking about your own piece, and looking over the rubrics, **create some specific goals for improving this essay.**

✓ i. I can vary the length and structure of my sentences, and use different words to make them more interesting. (sentence fluency)

✓ ii. Provide my thesis with better structure, by writing a thesis that explains what I am writing about.

Step 4: Reader's Cool Feedback to Writer

Readers, answer the questions below with specific evidence.

2. Then readers will provide cool feedback. No criticism. You may not share your opinion. You may not tell the writer what to change, instead frame **your cool feedback as a question that will help the writer think more about what they are trying to improve upon**. Use the attached rubric for helpful question ideas.
 - a. Ask at least two specific questions that tune the writer into areas of disconnect, gaps, dilemmas, things they can improve upon, or other 'weaknesses'. Cite evidence or specific areas that make you ask these questions.

i. How can you choose words that can help the reader better understand what you are trying to explain?

ii. How can you find a way to analyze more, but still summarize the events in the story?

Step 5: Writer's Reflection

Writers, read the warm and cool feedback from your listener. Think about what you can do to improve this piece and answer the question below.

3. After thinking about your listener's feedback, thinking about your own piece, and looking over the rubrics, create some specific goals for improving this essay.

i. Make essay more cohesive and easy to read (make it flow)

ii. Use more analysis rather than summary.

Step 4: Reader's Cool Feedback to Writer

Readers, answer the questions below with specific evidence.

2. Then readers will provide cool feedback. No criticism. You may not share your opinion. You may not tell the writer what to change, instead **frame your cool feedback as a question that will help the writer think more about what they are trying to improve upon.** Use the attached rubric for helpful question ideas.
 - a. Ask at least two specific questions that tune the writer into areas of disconnect, gaps, dilemmas, things they can improve upon, or other 'weaknesses'. Cite evidence or specific areas that make you ask these questions.

i. Can you feel the words and phrases flow together as you read the piece aloud?

ii. Did you use over-used words that are repeated throughout the essay?
↳ "which"

Step 5: Writer's Reflection

Writers, read the warm and cool feedback from your listener. Think about what you can do to improve this piece and answer the question below.

3. After thinking about your listener's feedback, thinking about your own piece, and looking over the rubrics, **create some specific goals for improving this essay.**

- ✓ i. sentence fluency - eliminate "deadwood" within some of my sentences and clarify meaning
- Rewrite sentences so they flow together easier
- ✓ ii. word choice - substitute stronger words where needed + replace the with "over-done" and "over-used words"